



CAPTAIN

California Autism Professional Training
and Information Network

www.captain.ca.gov/handouts.html



9:15- 10:15

Developed by Ann England, M.A., CCC-SLP-L
CAPTAIN Leader
October / November 2015 Summits



PRESENTERS

- **Ann England**, Assistant Director, Diagnostic Center, CDE
- **Patty Schetter**, Project Manager, UC Davis MIND Institute
- **Kristin Wright**, Director of Special Education, California Department of Education
- **Karla Estrada**, Director of Education, California Collaborative for Educational Excellence (CCEE)
- **Lauren Libero**, Autism Specialist, Department of Developmental Services

WHAT'S HOT in ASD?



Unestablished Interventions are those for which there is little or no evidence in the scientific literature that allows us to draw firm conclusions about their effectiveness with individuals with ASD. There is no reason to assume these interventions are effective. Further, there is no way to rule out the possibility these interventions are ineffective or harmful.

The following interventions have been identified as falling into the Unestablished level of evidence:

- ❑ Animal-assisted Therapy
- ❑ Auditory Integration Training
- ❑ Concept Mapping
- ❑ DIR/Floor Time
- ❑ Facilitated Communication
- ❑ Gluten-free/Casein-free diet
- ❑ Movement-based Intervention
- ❑ SENSE Theatre Intervention
- ❑ Sensory Intervention Package
- ❑ Shock Therapy
- ❑ Social Behavioral Learning Strategy
- ❑ Social Cognition Intervention
- ❑ Social Thinking Intervention

13 UNESTABLISHED INTERVENTIONS (for individuals under age 22)

NSP Phase 2 Report



Facilitated Communication Not Recommended by ASHA

“It is the position of the American Speech-Language-Hearing Association that **Facilitated Communication (FC) is a discredited technique that should not be used.** There is no scientific evidence of the validity of FC, and there is extensive scientific evidence—produced over several decades and across several countries—that messages are authored by the “facilitator” rather than the person with a disability. Furthermore, there is extensive evidence of harms related to the use of FC. Information obtained through the use of FC should not be considered as the communication of the person with a disability.”

<https://www.asha.org/policy/ps2018-00352/>

Rapid Prompting Not Recommended by ASHA

“It is the position of the American Speech-Language-Hearing Association **that use of the Rapid Prompting Method (RPM) is not recommended** because of prompt dependency and the lack of scientific validity. Furthermore, information obtained through the use of RPM should not be assumed to be the communication of the person with a disability.”

<https://www.asha.org/policy/ps2018-00351/>

WHAT'S NEW FROM CAPTAIN?



ASD Program: Administrative Walkthrough Checklist



ASD Program- Administrative Walkthrough Checklist

Evidence Based Practices (EBPs) should be utilized to best support the needs of students with Autism. Two national projects, *The National Professional Development Center on Autism Spectrum Disorders (NPDC)* and *The National Standards Project (NSP)*, have reviewed substantial amounts of research and have identified Evidence Based Practices in the field of Autism. The interventions described in this checklist are among the identified evidence based practices. This checklist specifically reviews Visual Support Strategies, Functional Communication Training, Picture Exchange Communication System and Reinforcement interventions. In addition to the EBPs, lesson planning and data based decision making are also critical features in the ASD programs.

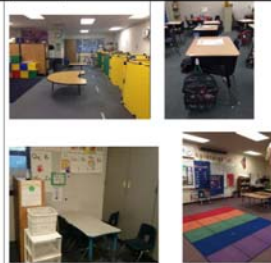
This checklist is intended to provide administrators with an overview and examples of the core instructional strategies and program components that are foundational for educational programs serving students with Autism. These specific EBPs have been targeted for implementation across the ASD programs.

Visual Support Strategies

Visual Supports are defined as: any visual display that supports the learner engaging in a desired behavior or skills independent of prompts. Examples of visual supports include pictures, written words, objects within the environment, arrangement of the environment or visual boundaries, schedules, maps, labels, organization systems, and timelines (NPDC 2014).

Classroom Environment and Physical Structure:

- ☐ The classroom environment is visually organized with clearly defined spaces/areas (some may include: Large group, Small group centers/stations, Play/Leisure, Transition area, Book/Reading, Break, Sensory)
- ☐ Goals for Structure:
 - o Increase student independence and adaptive skills for adult life
 - o Increase opportunities for spontaneous communication
 - o Create a visually clear and easy to understand environment
 - o Capitalize on visual strengths of learners
 - o Create opportunities for students to generalize learned skills
 - o Helps students compensate for the challenges with organizational skills
- ☐ Clear Physical and Visual Boundaries identifies where each area begins and ends, as well as establishes context and segments the environment
- ☐ Physical structure changes based on the needs and ages of the students
- ☐ Minimize Visual and Auditory Distractions to assist the student to focus on the important concepts and tasks

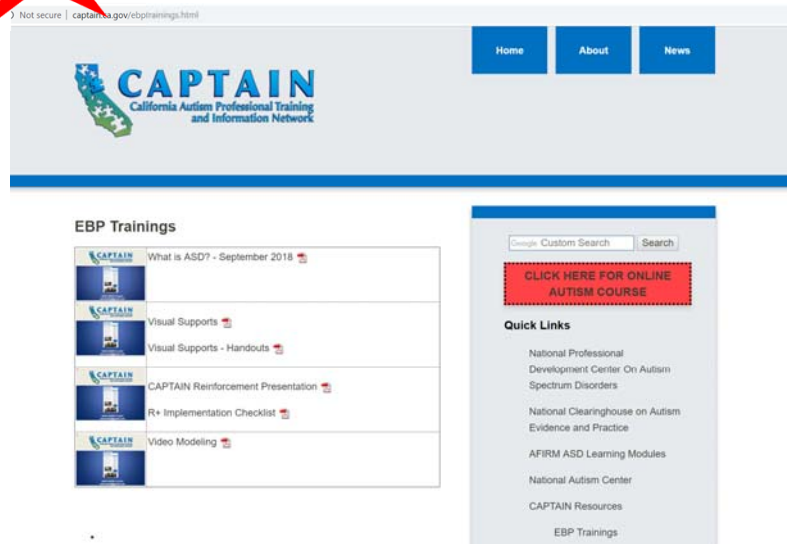


A. Used with permission from Amber Fitzgerald, M.A., BCBA, 2/2016 rev

FIND IN CAPTAIN RESOURCES

NEW!

EBP Trainings Added!



AFIRM: Professional Development Certificate

BCBA (Approved BACB Type 2 CEUs)
SLP (ASHA CCCs)

NEW!


Certificate Track

- Case examples demonstrating the use of the EBP
- Multimedia presentation
- Pre-test required
- Post-assessment required
- Evaluation required



Non-Certificate Track

- Case examples demonstrating the use of the EBP
- Multimedia presentation
- Pre-test required
- Post-assessment optional
- Evaluation optional


**Autism Focused Intervention
Resources & Modules**

[My Account | Logout](#)
You are logged in. Need help? Visit the FAQs section.

[AFIRM Modules](#)
[Learn with AFIRM](#)
[Earn CE Credits](#)
[Selecting EBPs](#)
[Resources](#)

Pivotal Response Training

Hey!
That's our CAPTAIN
Research Team!!!!!!

Aubyn Stahmer
Jessica Suhrheinrich
Melina Melgarejo

Pivotal Response Training (PRT)

Pivotal response training is an intervention that integrates principles of child development with those of applied behavior analysis (ABA).


What Will I Learn?

The AFIRM model guides the learner through four lessons to facilitate:

- Learning basic knowledge about pivotal response training (PRT).
- Applying PRT in activity based scenarios that promote real-world application.

The PRT module will take approximately 2 to 3 hours to complete. However, the module is broken into individual lessons to help guide your learning:

PRT



Lesson	Time to Complete
A Case for PRT	10 minutes
Lesson 1: Basics of PRT	20 minutes
Lesson 2: Planning for PRT	45 minutes
Lesson 3: Using PRT	45 minutes
Lesson 4: Monitoring PRT	35 minutes
Applying PRT	10 minutes

Click to view AFIRM model

If you leave the module prior to finishing, your place within the module will be saved. From your My Account page, look in the My Modules tab and select the last page viewed to resume this module.

Suggested citation:
 Suhrheinrich, J., Chan, J., Melgarejo, M., Reith, S., Stahmer, A., & AFIRM Team. (2018). *Pivotal response training*. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/Pivotal-response-training>

ASD Specialist at DDS



Lauren Libero, PhD

Autism Specialist

Department of Developmental Services

1600 9th Street

Room 240, MS 2-13

Sacramento, CA 95814-6414

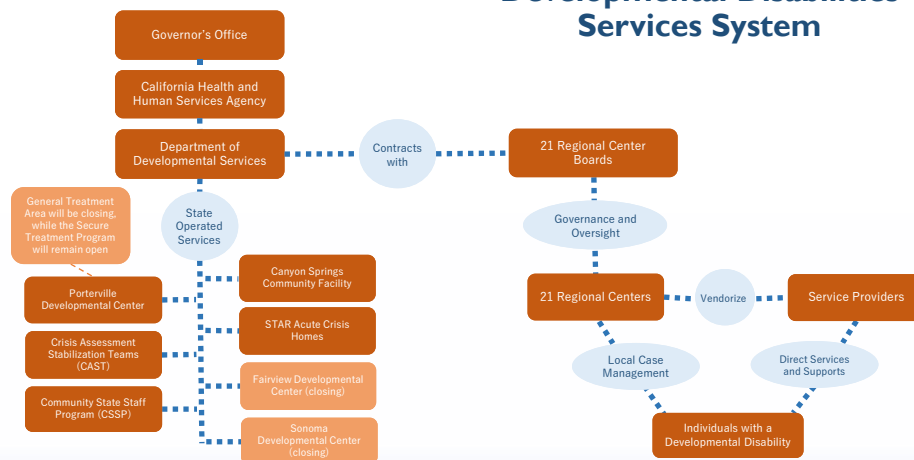
916-654-3357 (office)

Autism in the Developmental Disabilities Services System



Dr. Lauren Libero, Autism Specialist
Department of Developmental Services

Developmental Disabilities Services System



Priorities and Initiatives

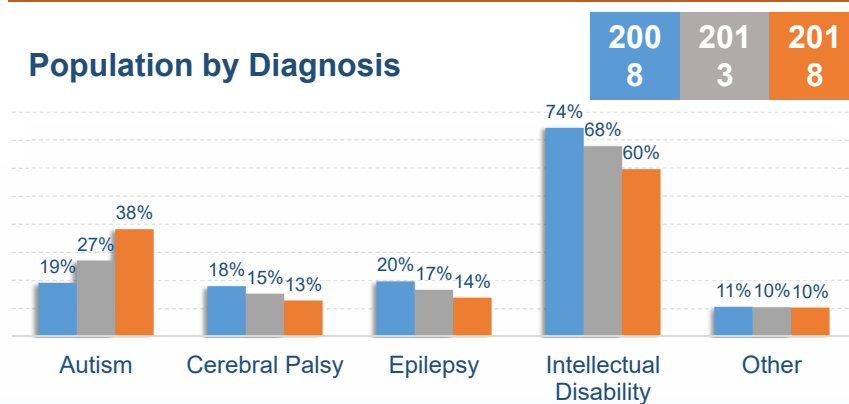
- Self-Determination
- Safety Net Planning
- Community Development
- Competitive Integrated Employment
- Disparity Funds Program

Changing Landscape of Service

- The total population of individuals of all ages increased from 230,000 in 2008, to 327,000 in 2018, a 42% increase
- 38% (106,000) of individuals served by regional centers have a diagnosis of Autism
- Of all the individuals under age 22, children with a diagnosis of Autism have increased from 23% (32,000) to 45% (85,000)

Who We Serve

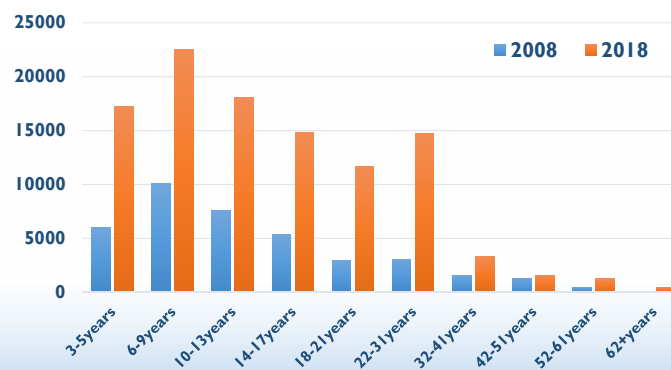
Population by Diagnosis



Source: CDER data for Status 1, 2 and 8 consumers as of September of each year
 Note: An individual may have more than one diagnosis and may be counted under multiple diagnoses, i.e., duplicated counts

Trends Over 10 Years

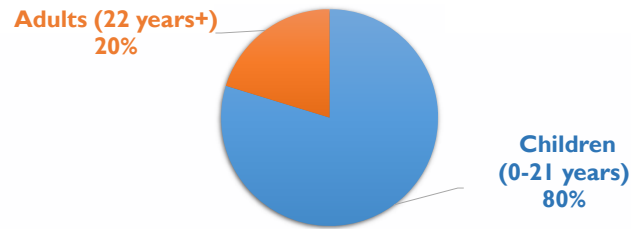
- The statewide population of individuals with autism increased from 38,558 in 2008, to 105,830 in 2018, a 175% increase



Source: CDER data for Status 2 consumers as of July of each year

Trends Over 10 Years

- Children make up 80% of the total population of individuals with autism

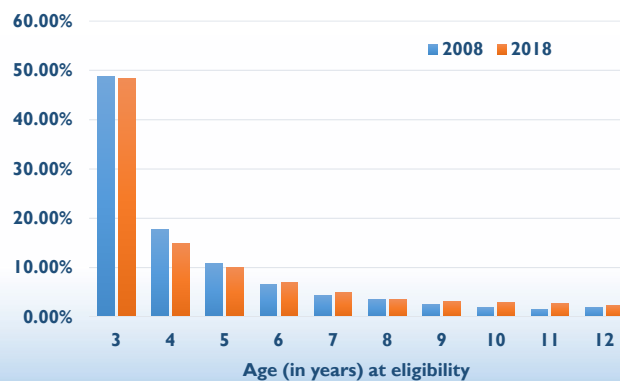


- Individuals with a diagnosis of Autism will make up the majority of our adult population in 10 to 15 years

Source: CDER data for Status 2 consumers as of July of each year

Age at Eligibility

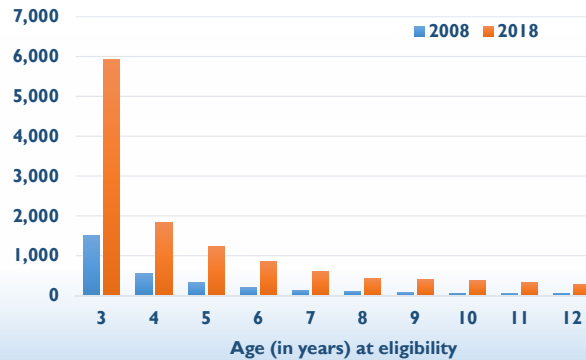
- The average age at eligibility determination for children (3-12 years) with an ASD diagnosis has not changed from 2008 to 2018 (4.7 years). 48% of children with ASD are determined eligible at 3 years-of-age.



Source: CDER data for Status 2 consumers receiving eligibility within one year of July 2008 or

Age at Eligibility

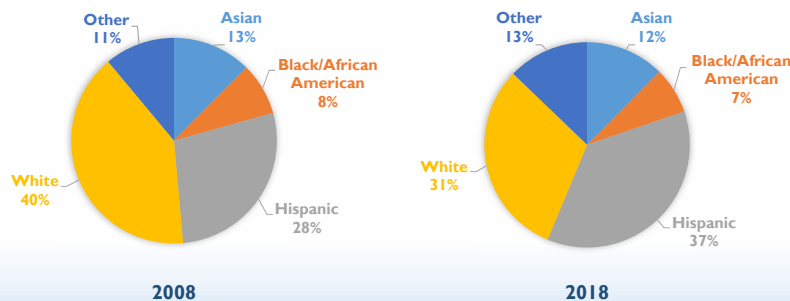
- The number of children with ASD who are 3 years-of-age at eligibility determination grew from 1,500 to nearly 6,000 between 2008 and 2018.



Source: CDER data for Status 2 consumers receiving eligibility within one year of July 2008 or

Trends Over 10 Years

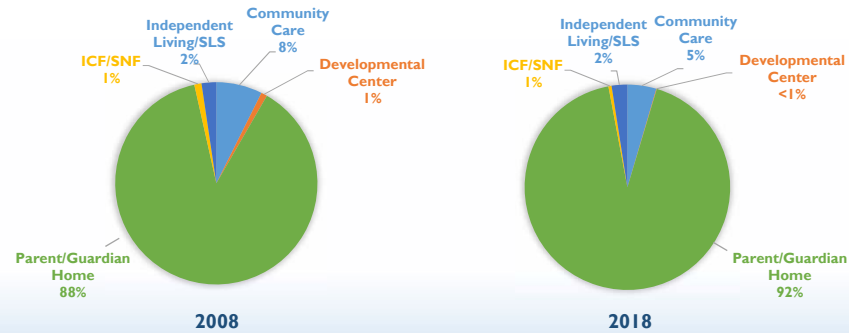
- The Hispanic ASD population has increased from 28% (10,767) to 37% (38,712), while the White ASD population has decreased from 40% (15,566) to 31% (32,688)



Source: CDER data for Status 2 consumers as of July of each year

Trends Over 10 Years

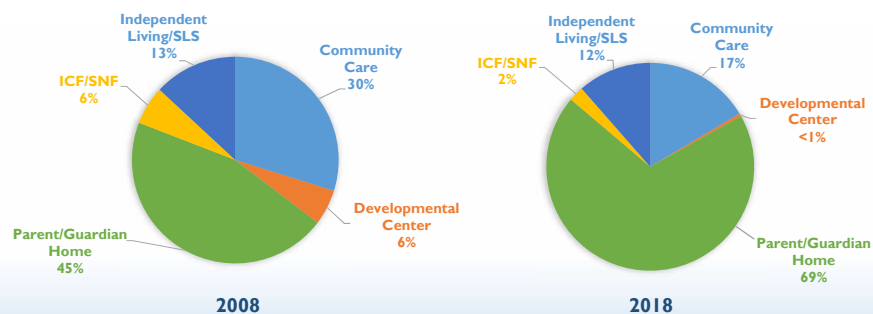
- Residence type for the entire Autism population has remained similar from 2008 to 2018



Source: CDER data for Status 2 consumers as of July of each year

Trends Over 10 Years

- Adults (22+) with autism living in the parent/guardian home has increased from 45% (2,979) to 69% (14,762)

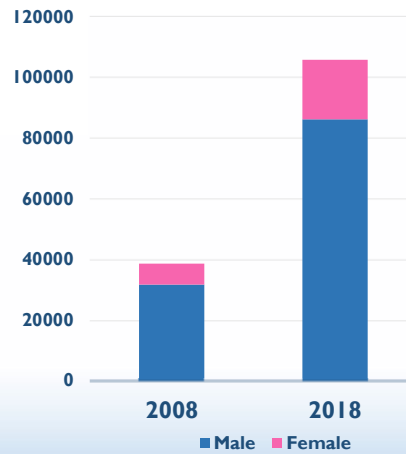


Source: CDER data for Status 2 consumers as of July of each year

Trends Over 10 Years

- The proportion of males and females with autism has remained the same:

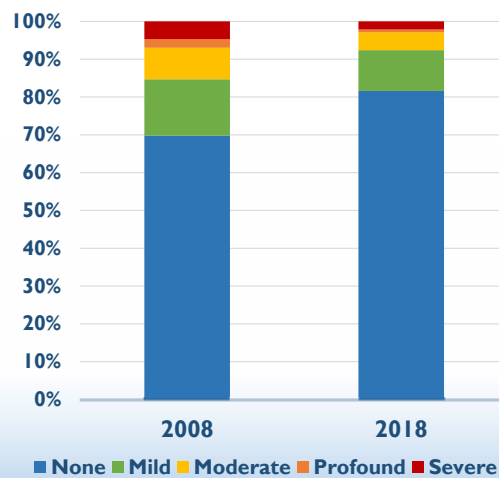
5 males / 1 female



Source: CDER data for Status 2 consumers as of July of each year

Trends Over 10 Years

- The proportion of individuals with ASD and no co-occurring intellectual disability has risen from 69% in 2008 to 81% 2018.



Source: CDER data for Status 2 consumers as of July of each year

Education Updates



Educating Students with Autism in California

**CAPTAIN Annual Summit
December 4, 2018**

**Kristin Wright, Director
Special Education Division
California Department of Education**

**Karla Estrada, Ed.D.
Director of Education
California Collaborative for Educational Excellence**



TOM TORLAKSON
CALIFORNIA DEPARTMENT OF EDUCATION
State Superintendent of Public Instruction

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California Education Code, Section 33080, Purpose of the Educational System

“Each child is a unique person, with unique needs, and the purpose of the education system of this state is to enable each child to develop all of his or her own potential.”



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United States Federal Individuals with Disabilities Education Act (IDEA) - 2004

Guarantees a free appropriate public education (FAPE) in the least restrictive environment (LRE).

“FAPE in the LRE”

.....or in other words “the most inclusive environment”

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IDEA says: Every child with a disability has the right to be educated with their grade-level peers without disabilities

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**Education's Ultimate Goal:
Prepare Future Citizens for College
and Career Leading to Employment**

Mission: California will provide a world-class education for all students, from early childhood to adulthood. The Department of Education serves our state by innovating and collaborating with educators, schools, parents, and community partners. Together, as a team, we prepare students to live, work, and thrive in a multicultural, multilingual, and highly connected world.

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STATE OF THE STATE:

STATEWIDE DATA ABOUT STUDENTS WITH AUTISM IN CALIFORNIA

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California Students with Disabilities by *Primary* Disability Category

Disability	Frequency	Percent
Specific Learning Disability (SLD)	297,468	38.40%
Speech or Language Impairment (SLI)	161,485	20.85%
Autism (AUT)	112,318	14.50%
Other Health Impairment (OHI)	97,426	12.52%
Intellectual Disability (ID)	43,855	5.66%
Emotional Disturbance (ED)	24,936	3.22%
Hard of Hearing (HH)	10,633	1.37%
Orthopedic Impairment (OI)	10,453	1.35%
Multiple Disability (MD)	7,161	0.92%
Visual Impairment (VI)	3,487	0.45%
Deafness (DEAF)	3,242	0.42%
Traumatic Brain Injury (TBI)	1,618	0.21%
Established Medical Disability (EMD)	468	0.06%
Deaf Blindness (DB)	115	0.01%
TOTALS	774,665	100.00%

Students with Disabilities Total Population for
Ages 0 to 22: 774,665
Source: California Special Education
Management Information System (CASEMIS)
December 2017

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California Students with Disabilities Whose Primary or Secondary Disability is Autism

December 2010 Reporting Cycle: 69,022

December 2011 Reporting Cycle: 75,507

December 2012 Reporting Cycle: 82,855

December 2013 Reporting Cycle: 89,509

December 2014 Reporting Cycle: 96,036

December 2015 Reporting Cycle: 102,784

December 2016 Reporting Cycle: 110,486



December 2017 118,490 Students

15.3 Percent of Total Special Education Population

(Increase of 8,004 students or 7.25 percent from last reporting cycle)

Students with Disabilities
Total Population for Ages 0 to 22: 774,665
Source: CASEMIS December 2017

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Prevalence of Autism Spectrum Disorder in California Schools

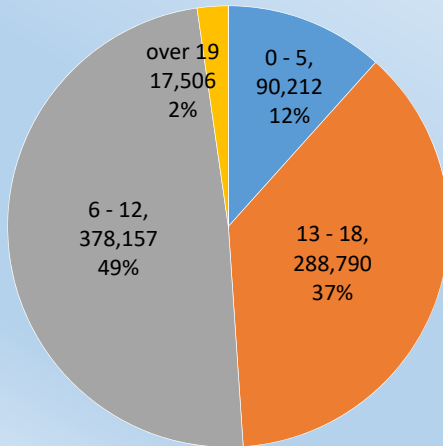


Total Students with Autism as Primary or Secondary
Disability for Ages 0 to 22: 118,490
Source: CASEMIS December 2017

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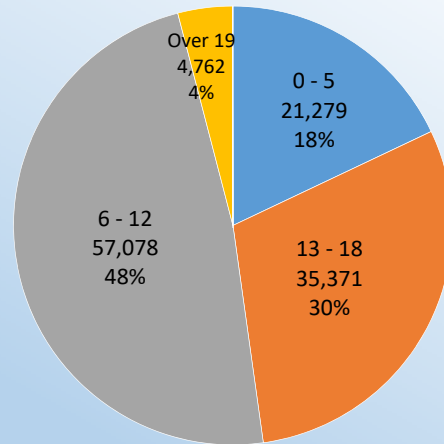
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California Students with Disabilities by Age



Students with Disabilities Total
Population for Ages 0 to 22: 774,665
Source: CASEMIS December 2017

California Students with Autism by Age

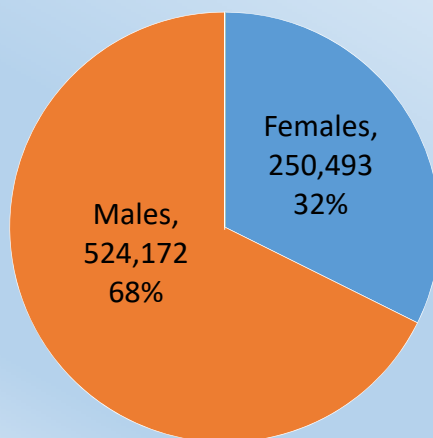


Total Students with Autism as Primary or Secondary
Disability for Ages 0 to 22: 118,490
Source: CASEMIS December 2017

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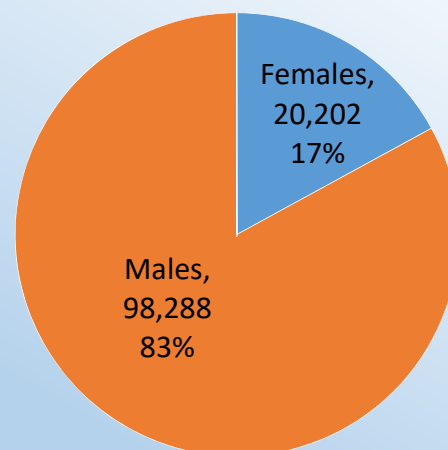
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California Students with Disabilities by Gender



Students with Disabilities Total
Population for Ages 0 to 22: 774,665
Source: CASEMIS December 2017

California Students with Autism by Gender

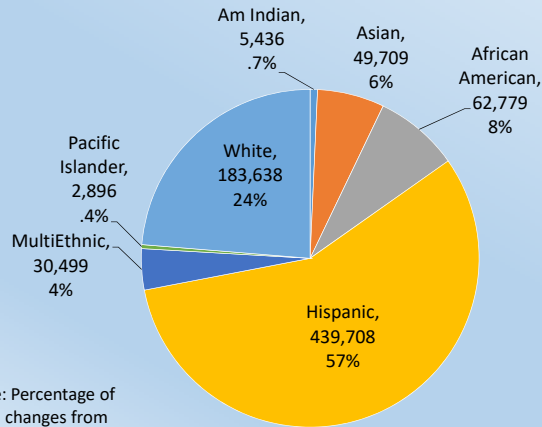


Total Students with Autism as Primary or
Secondary Disability for Ages 0 to 22: 118,490
Source: CASEMIS December 2017

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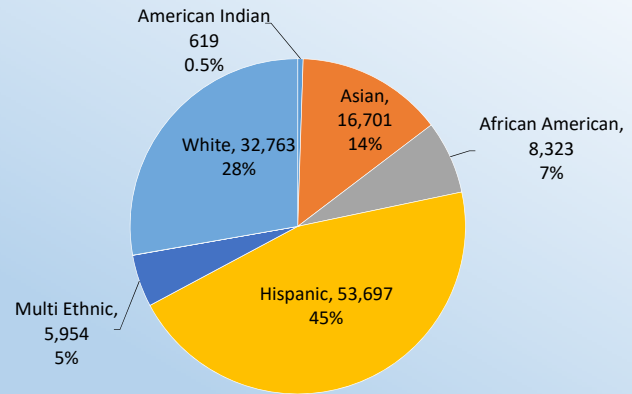
California Students with Disabilities by Race/Ethnicity



Note: Percentage of Total changes from December 2016 are same, except for:
Increase Hispanic 1%
Decrease White 1%

Students with Disabilities Total
Population for Ages 0 to 22: 774,665
Source: CASEMIS December 2017

California Students with Autism by Race/Ethnicity



Total Students with Autism as Primary or Secondary Disability for Ages 0 to 22: 118,490
Source: CASEMIS December 2017

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Services Offered to Students with Disabilities

Source: CASEMIS December 2017

Service	Frequency
Family training, counseling, and home visits (0-2 only)	3,534
Medical services (for evaluation only), (0-2 only) and Nutrition services (0-2 only)	63
Service coordination (0-2 only)	5,773
Special instruction (0-2 only)	5,319
Special education aide in regular development class child care center or family child care home (0-2 only)	15
Respite care services (ages 0-2 only)	37
Specialized Academic Instruction	632,968
Intensive Individual Services	16,735
Individual and small group instruction (ages 3-5 only)	8,123
Language and speech	379,059
Adapted physical education	41,781
Health and nursing - specialized physical health care services	5,786
Health and nursing - other services	8,602
Assistive technology services	6,702
Occupational therapy	80,428
Physical therapy	11,116
Individual counseling	47,999
Counseling and guidance	33,682
Parent counseling	8,046
Social work services	6,718
Psychological services	19,055
Behavior intervention services	34,539
Day treatment services and residential treatment services	920
Specialized services for low incidence disabilities	6,655
Specialized deaf and hard of hearing services	12,521
Interpreter services	1,793
Audiological services	8,060
Specialized vision services	7,324
Orientation and mobility	2,649
Braille transcription, Reader services, Notetaking services, Transcription Services	448
Specialized orthopedic services	4,248
Recreation services	1,163
College awareness/preparation	118,914
Vocational assessment, counseling, guidance, and career assessment	66,784
Career awareness	129,760
Work experience education	22,280
Job coaching	2,829
Mentoring	31,906
Agency linkages	5,922
Travel training	7,960
Other transition service	59,401
Other special education/related service (must be in Local Plan)	11,565
Totals	1,859,182

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Services Offered to Students with Autism as Primary or Secondary Disability

Total Students with Autism as
Primary or Secondary Disability
Source: CASEMIS December 2017

Services	Frequency
Family training, counseling, and home visits (0-2 only)	89
Medical services (for evaluation only) (0-2 only)	2
Nutrition services (0-2 only)	1
Service coordination (0-2 only)	200
Special instruction (0-2 only)	252
Special education aide in regular dev't class child care center or family child care home (0-2 only)	1
Specialized Academic Instruction	111,428
Intensive Individual Services	7,999
Individual and small group instruction (ages 3-5 only)	2,583
Language and speech	92,433
Adapted physical education	14,876
Health and nursing - specialized physical health care services and other services	2,000
Assistive technology services	1,901
Occupational therapy	35,317
Physical therapy	996
Individual counseling	7,849
Counseling and guidance	6,427
Parent counseling	1,346
Social work services	987
Psychological services	3,635
Behavior intervention services	17,049
Day treatment services & Residential treatment services	119
Specialized services for low incidence disabilities	142
Specialized deaf and hard of hearing services	318
Interpreter services	48
Audiological services	243
Specialized vision services	324
Orientation and mobility	120
Braille transcription, Reader Services, Notetaking services, Transcription services	16
Specialized orthopedic services	56
Recreation services	639
College awareness/preparation	12,386
Vocational assessment, counseling, guidance, and career assessment	9,634
Career awareness	15,381
Work experience education	4,433
Job coaching & Mentoring	5,990
Agency linkages	1,494
Travel training	2,850
Other transition service	10,443
Other special education/related service (must be in Local Plan)	3,350
Totals	375,279

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Educational Placement by School Type of California Students with Disabilities

No School	6,246
Public Day School	658,646
Public Residential School	214
Special Education Center or Facility	8,504
Other Public School or Facility	5,563
Continuation School	5,683
Alternative Work Education Center/Work Study Program	666
Independent Study	1,548
Juvenile Court School	1,297
Community School	2,081
Correctional Institution or Incarceration Facility	163
Home Instruction	2,121
Hospital Facility	264
Community College	226
Adult Education Program	1,848
Charter School (Operated by a LEA/District/COE)	29,699
Charter School (Operated as a LEA/District)	26,734
Head Start Program	1,516
Child Development or Child Care Facility	2,879
State Preschool Program	1,708
Private Preschool	549
Extended Day Care	176
Nonpublic Day School	11,355
Nonpublic Residential School	711
Private Day School (not certified by Special Education Division)	2,258
Private Residential School (not certified by Special Education Division)	22
Nonpublic	120
Parochial School	1,868
Total	774,665

School Type Definitions
[https://www.cde.ca.gov/s
p/se/ds/casemis.asp](https://www.cde.ca.gov/s/p/se/ds/casemis.asp)
CASEMIS Guide p.12-15

Students with Disabilities Population for
Ages 0 to 22: 774,665
Source: CASEMIS December 2017

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Educational Placement by School Type of California Students with Autism

No School	385
Public Day School	100,360
Public Residential School	18
Special Education Center or Facility	2,304
Other Public School or Facility	735
Continuation School	258
Alternative Work Education Center/Work Study Program	173
Independent Study	101
Juvenile Court School	11
Community School	26
Home Instruction	171
Hospital Facility	14
Community College	59
Adult Education Program	446
Charter School (Operated by a LEA/District/COE)	3,372
Charter School (Operated as a LEA/District)	3,111
Head Start Program	161
Child Development or Child Care Facility	765
State Preschool Program	336
Private Preschool	69
Extended Day Care	15
Nonpublic Day School	4,858
Nonpublic Residential School	116
Private Day School (not certified by Special Education Division)	341
Private Residential School (not certified by Special Education Division)	4
Nonpublic	98
Parochial School	183
Total	118,490

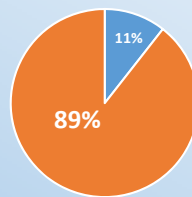
School Type Definitions
<https://www.cde.ca.gov/sp/se/ds/casemis.asp>
 CASEMIS Guide p.12-15

Total Students with Autism as Primary or Secondary Disability for Ages 0 to 22: 118,490
 Source: CASEMIS December 2017 43

Students with Disabilities are Represented in Local Control Funding Formula (LCFF) Student Groups

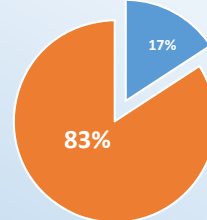
Blue = Students with IEPs
 Orange = Students without IEPs

All Students



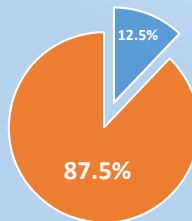
Note: No overall percentage change in SWD from December 2016

English Learners



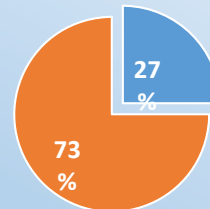
Note: 1 percent increase in SWD from December 2016

Socioeconomically Disadvantaged



Note: 0.5 percent change in SWD from December 2016

Foster Youth



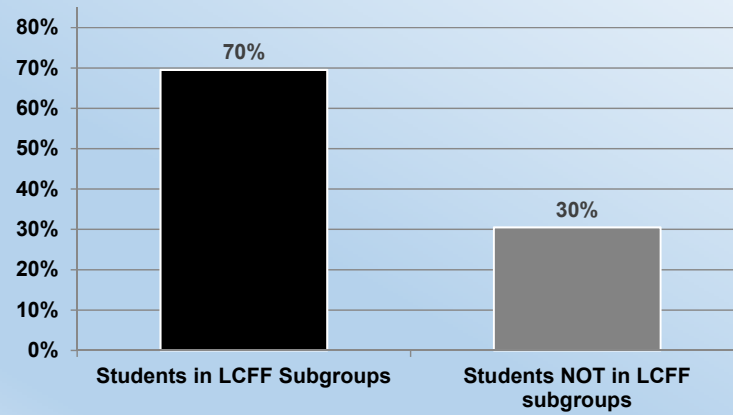
Note: 2 percent increase in SWD from December 2016

Source CALPADS data 2017-18
 Total Student Population = 6,238,313

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Percent of Students with Disabilities in One or More of the LCFF Student Groups



Source: CALPADS data 2017-18
Total Student Population: 6,238,313

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California Students with Autism by Least Restrictive Environment

	Frequency	Percentage	% Change from Dec 2016
Correctional Facilities	12	0.01	No change
Homebound/Hospital	201	0.17	No change
Parentally Placed in Private School	407	0.34	Decrease 0.11
Inside regular class less than 40% of the day	55493	46.83	No change
Inside regular class 40% to 79% of the day	18366	15.5	Decrease 0.10
Inside regular class 80% or more of the day	36304	30.64	Increase 0.53
Residential Facility	74	0.06	Decrease 0.01
Separate School	7633	6.44	Decrease 0.28

Total Students with Autism as Primary or Secondary
Disability for Ages 0 to 22: Total: 118,490
Source: CASEMIS December 2017

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English Language Arts Performance Levels for Students with Autism

LEVEL	Frequency	Percent	% Change from Dec 2016
STANDARD EXCEEDED	2,572	5.9	Increase 0.8
STANDARD MET	6,897	15.7	Increase 1.7
STANDARD NEARLY MET	9,804	22.4	Decrease 1.6
STANDARD NOT MET	24,558	56.0	No change
TOTALS	43,831	100.0	

Students with Autism as Primary Disability
Assessments: Smarter English Language Arts
(ELA), CAA ELA, CALPADS, CAASPP 2018 P3
(FY 2017-18)
Standard and Alternative Assessment

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Math Performance Levels for Students with Autism

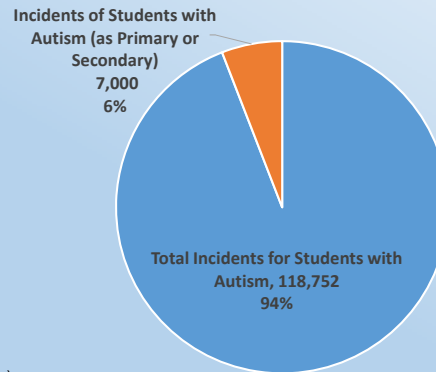
	Frequency	Percent	% Change from prior Year's Data
STANDARD EXCEEDED	2,990	6.8	Decreased 0.2
STANDARD MET	4,429	10.1	Increase 1.1
STANDARD NEARLY_MET	8,982	20.6	Increase 0.6
STANDARD NOT MET	27,303	62.5	Decrease 0.5
TOTALS	43,704	100.0	

Students with Autism as Primary Disability
Assessments: Smarter Mathematics, CAA
Mathematics
CALPADS, CAASPP 2018 P3 (FY 2017-18)
Standard and Alternative Assessment

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Suspensions and Expulsions for Students with Disabilities



Note: No overall percentage change from Prior Year's Data

Students with Disability in Table C (Disciplinary) for Ages 0 to 22: 118,752 incidents
Source: California Longitudinal Pupil Achievement Data System (CALPADS) 2017-18 and CASEMIS June 2018

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Post-Secondary Outcomes for Students with Autism

OUTCOMES	Frequency	Percent	% change from prior year's data
Higher Education	1,089	58	Increase 5
No Higher Ed and not Working	306	16	Decrease 4
Other Post-Secondary Education	275	15	Decrease 1
Competitively Employed	197	10	No change
Some other Employment	10	Less than 1%	No change
TOTALS	1,877	100.0	

Source: CASEMIS June 2018 Table D matched to exiters from CASEMIS June 2017 Table A

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Exit Reasons for Students With Autism

EXIT REASON	Frequency	Percent	% change from last year's data
GRADUATED HIGH SCHOOL	2,427	47	Decreased 7
MOVED, KNOWN TO BE CONTINUING	1,375	26	Increased 17
RECEIVED CERTIFICATE	506	10	Decreased 5
RETURNED TO GENERAL EDUCATION	381	7	Increased 2
REACHED MAXIMUM AGE	326	6	Decreased 8
DROPOUT	183	4	Increased 1
DECEASED	8	Less than 1%	No change
TOTALS	5,206	100	

Source: EdFacts C009 exit file based on June 2018 CASEMIS file. Students with autism aged 14-21

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The Stars are Aligned in California

- Alignment across policy making entities to support one coherent system of education
- Year 2 of New Accountability System
- Teacher credentialing changes from disability label driven to level of support driven
- New Governor and Legislative Support for Special Education
- Positive Fiscal Climate
- Changes at California Department of Education: A new SPI is coming
- Cross state agency collaboration and collective work via an articulated state system of support
- Employment First, Competitive Integrated Employment, Workforce Innovations and Opportunity Act (WIOA)

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Presume Competence



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What's currently happening?

- Bright light continues to shine on the students with disabilities population
- A renewed statewide focus on inclusive education
- A “all hands on deck” approach across state, regional and local agencies through state system of support
- Statewide continuing efforts to scale MTSS
- Curriculum and instruction that is universally designed and new frameworks with a more integrated approach to teaching all students

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What's currently happening?

- Teacher preparation programs reimagining how their general and special education preparation are combined and interdependent
- \$167 million dollars allocated to increasing inclusive preschool opportunities
- \$100 million dollars allocated to special education residency programs and innovations in teacher preparation
- More changes in teacher credentialing coming from the CTC – Education Specialist Credential
- \$10 million dollars allocated for SELPA statewide leads

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Non-Negotiables

A public education system supporting and ensuring equity, access and inclusion of each and every child and student with a disability:

- Ensures children and families begin their education experience in an **inclusive, welcoming** and **supported environment** by **preschool**
- Sees as non-negotiables **communicative competence** and **reading literacy** to ensure children can communicate and demonstrate what they know, need and want
- Supports teachers, related service providers and school administrators in utilizing the principles of **Universal Design for Learning** through a **Multi-Tiered System of Support (MTSS) Framework** so all children may access their learning in the most inclusive environment
- Ensures individualized education programs (IEPs) as **early as preschool** are **person driven and backward mapped to employment and community inclusion**

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What does it all mean?

**What can each of us do and
what can we do collectively?**

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Karla Estrada
Director of Education
CCEE

Passion is energy. Feel the power
that comes from focusing on what
excites you. (Oprah Winfrey)



Nothing is more tragic than failure to
discover one's true business in life,
or to find that one has drifted or
been forced by circumstance into an
uncongenial calling. (John Dewey)

Never doubt that a group of
thoughtful committed people can
change the world, indeed it is the only
thing that ever has (Margaret Mead)

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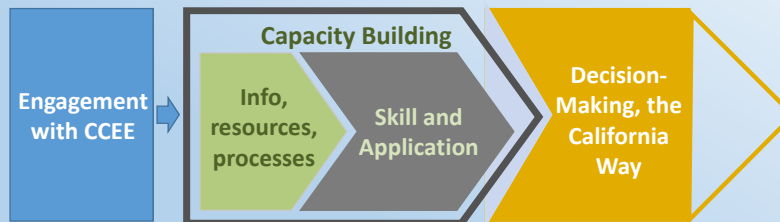
You represent part of the “how”

- You are part of the state system of support
- You are represented on the state Special Education Collective
- Your knowledge and expertise are valued and appreciated
- We are all on the same team
- Better alignment across programs and agencies
- Common messaging

Strands of Work



CCEE Theory of Action

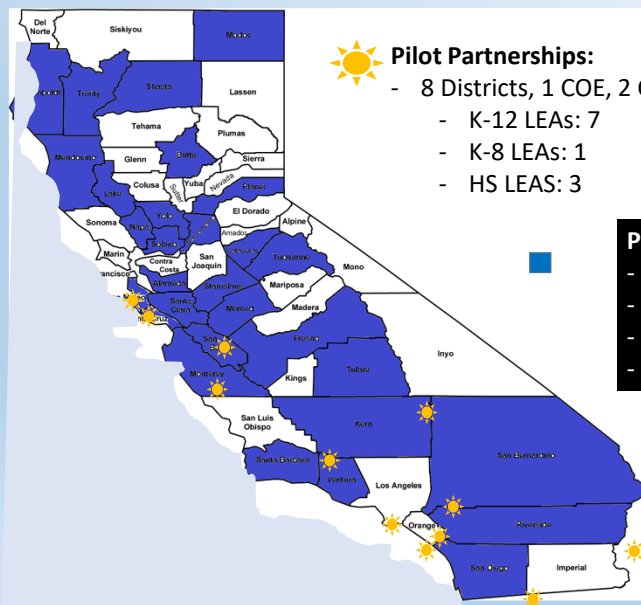


Engagement with CCEE will focus on building **capacity** (i.e., knowledge, skill, application) of participants around the **information, resources, and processes associated with LCFF** (e.g., Dashboard, template, CI cycles) and lead to **decision-making, the California Way** (i.e., equity-focused, evidence-based, increased informed engagement)

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Continuous Improvement:



Pilot Partnerships:

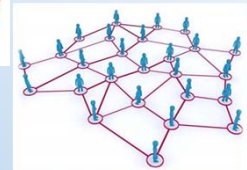
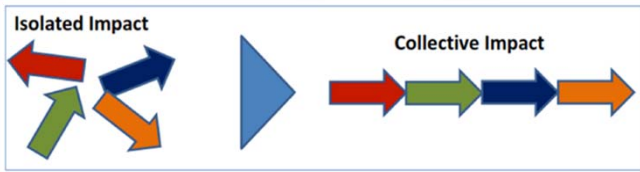
- 8 Districts, 1 COE, 2 Charters
- K-12 LEAs: 7
- K-8 LEAs: 1
- HS LEAs: 3

Professional Learning Networks

- 56 PLNs
- 35 County Offices
- 300+ Districts
- 750+Participants

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Collective Impact Partnership:



Students with Disabilities (SWD) Collective

- The work of this collective group of state agency leaders is to **share and learn from each other, and others**, of current practices, research, and initiatives focused on students with disabilities (SWD) throughout the state of California in order to improve outcomes for SWD.

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Statewide System of Support

- Geographic Leads
- Special Education Resource Leads (SELPA Leads)**
- Community Engagement Leads
- Title III Liaison

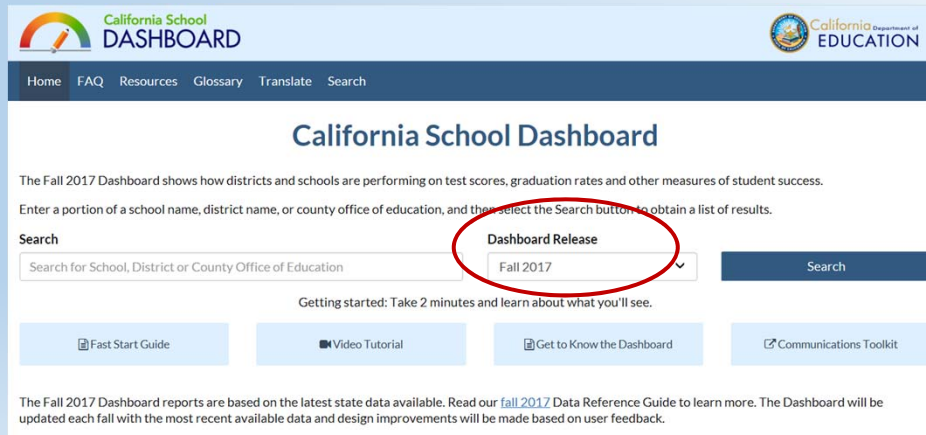


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California School Dashboard

Landing Page: <https://www.caschooldashboard.org/#/Home>



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State Indicators Reported in 2018 Dashboard

- Suspension Rate: Apply 3x5 grid at student group level
- Chronic Absenteeism: Reported for first time
- English Learner Progress: Transition year, report assessment results only
- Graduation Rate: 4-year & DASS graduation rate; 3x5 at student group level
- College/Career Indicator: New measures and first time color
- Academic: English and Math: Adding Grade 11 and participation rate

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California Dashboard Resources: Knowledge is Power

- <https://www.calstat.org/publications/pdfs/2018-WinterInsertEDgeNewsletter.pdf> (overview)
- <https://www.cde.ca.gov/ta/ac/cm/> (overview, toolkits, etc.)
- <https://www.cde.ca.gov/ta/ac/cm/documents/dashboardnewlook.pdf> (new dashboard changes)

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CAPTAIN

California Autism Professional Training
and Information Network

END OF



TOM TORLAKSON
CALIFORNIA DEPARTMENT OF EDUCATION
State Superintendent of Public Instruction

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What are we doing now?

10:15 - 10:30 Break

10:30 - 11:45 Job Alike Discussion Groups

SCHOOLS: SALONS A-C

FAMILY SUPPORT: OXNARD

REGIONAL CENTERS: CAMARILLO



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